

Durham E-Theses

Reflective Outcomes in Asynchronous Computer Mediated Communication: A Case Study using a Comparative Method

PAVLIDOU, AIKATERINI

How to cite:

PAVLIDOU, AIKATERINI (2011) *Reflective Outcomes in Asynchronous Computer Mediated Communication: A Case Study using a Comparative Method* , Durham theses, Durham University.
Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/3298/>

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

Academic Support Office, Durham University, University Office, Old Elvet, Durham DH1 3HP
e-mail: e-theses.admin@dur.ac.uk Tel: +44 0191 334 6107
<http://etheses.dur.ac.uk>

REFLECTERE

A MIND MAP:

Reflections on developing
the conceptual framework
for the coding scheme
for assessing reflectivity.

notes

The Cartesian assumption is that self-awareness will provide knowledge and understanding about teaching.... in a cartesian scheme of subject-who-reflects and object-who-is-reflected-upon simultaneously (Madler, 1989). This cartesian framework places value on all reflection simply because it is a demonstration of self-awareness.

From a cartesian perspective, all reflection is desirable because it indicates a consciousness of self!!

~~note~~

Fullan (1995) suggests that education is a 'moral enterprise' (1995: 253) and Hannay (1994) proposes that reflective practice involves the moral questions of 'should' and 'ought'.

Notes

Lowley (1992) also identifies a moral or ethical component to reflection.

occurs
daily!

→ Dewey's last phase for reflection: experimenting and testing the hypothesis

finally...

one could follow his heart's desires without transgressing the boundaries of right!!

Self control
and
integration
with nature
[Confucius]

Growth and Development

- sense of direction and purpose.
- gaining a greater vision.

- revised decisions or actions.
- possibility of creating new (view.)

knowledge (Jervis.)

↓

'Coming to terms'
overcoming instincts,
drives, agony, inner
battle.

→ Thinking outside the boundaries of the issue and make contact with deeper levels inside.

body
mind
soul → the whole
the per
engage

reflect
argue
self

along journey!
Reflexivity
self-actualization

↳ learning may be related to existing bodies of concepts already learned
(Stones, 1997: 4)

Ultimate
Explanandum
Core/Silent
Reflection

→ Awareness of
as an exper
reality

→ Deep exami
of one's be
rather than
examination
one's object.

→ self-critique
[not just internal
argumentation]

Identity
and
Mission
Korthagen

Bending back
mirroring
extensive analysis
logical
Self-realization
(transformation)

No verbal production

Verbal Product

Episode
{triggering}
{event}

Un-reflective
e.g. realms of thoughts

Bending back

Reflective Thinking

Reflective Interpretation / Judgement

Immediate
Explanandum
a-rational

ordinary interpretation (Plato)
right hemisphere

reflective judgement	Aristotle
logical analytical	Dewey
causal relationships	Kortheogen idea of good - Plato
integration of science	Confucius

synthesis
analysis
evaluation

what
⊕
how
⊕
why

deep
examination
of external
object

→ Dewey's last phase for reflection: experimenting and testing the hypothesis

Process in a reflective act

bending back → reflectere
 mirroring
 Mirror ① → a-rational (non-rational)
 Mirror ② → rational
 Identity and Mission
 Self-actualization →

e.g. to examine teacher rational processes only is not enough!!

{ professional learning is more than a set of rules / a process of using those rules to make a decision on how to behave, act in e.g. the workplace.

Assumptions: I see the following embedded goals/aims for a Reflexio act

i) immediate: [happens unconsciously \rightarrow when I want to understand something that brings me joy or sadness].

ii) intermediate: [contextual reflecters \rightarrow when I want to improve my CPD, my practice].

ii) ultimate: [I come to understanding of 'self' outside the issue \rightarrow everything finally makes sense and I come to harmony with nature!!!].

Monologue

Dialogue